

# Michigan Child Care Matters

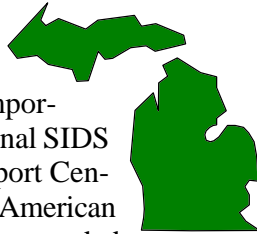
MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES  
Bureau of Regulatory Services  
Division of Child Day Care Licensing



EQUIPMENT

Issue 61 Summer, 2002

## Director's Corner



I recently received some important information from the National SIDS and Infant Death Program Support Center. They write, "Since 1992 the American Academy of Pediatrics has recommended that infants sleep on their backs to reduce their risk of Sudden Infant Death Syndrome (SIDS). But some families still place babies on their stomachs to sleep."

The Consumer Product Safety Commission (CPSC) issued a press release on May 3, 2002 announcing a national safety campaign aimed at encouraging safe sleeping practices for babies. CPSC data shows that from 1999 through 2001 at least 180 children under the age of two died after being placed in adult beds. Hazards infants face when placed in adult beds include:

- Entrapment between the bed and wall, or between the bed and another object.
- Entrapment involving headboards, footboards or bed frames.
- Soft bedding-related hazards (such as suffocation on a pillow).
- Falls (sometimes into a pile of clothing or plastic, resulting in suffocation).
- Overlaying of the baby by another child or adult in the bed.

Child care licensing rules for both homes and centers require that infants under 12 months of age be placed in cribs.

Tomorrow's Child/Michigan SIDS Alliance has identified seven "Safe Sleep Steps" for infants:

1. Babies sleep alone in a crib.
2. Babies sleep on their back.
3. There should be nothing in the sleep area (the crib), including bumper pads.
4. Keep the infant's face uncovered during sleep for easy breathing.
5. Don't allow anyone to smoke anything around the baby.
6. Dress the infant in as much or as little clothing as you are wearing.

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7. Use a firm mattress with tightly fitting sheets in a safe crib.

Tomorrow's Child/Michigan SIDS Alliance has a new slogan, "Save a life, sleep right." Brochures with this information will be provided to all licensees in the near future. By sharing this important information with parents, we can further reduce the risk of SIDS.

Jim Sinnamon, Director  
Division of Child Day Care Licensing

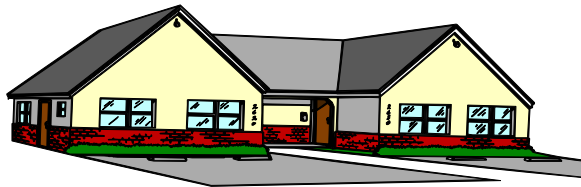
Printing and distribution of this publication is funded by the Family Independence Agency, Division of Child Development and Care



# Recommended Minimum Start-Up Equipment For a Child Care Center

Jennifer Griffith, Director of Education  
Kent Regional 4-C

If you are starting a new child care center, you will need to determine fairly accurate start-up expenses when developing your business plan. Each facility has many variables, but at a minimum you should consider the following specific categories:



- Purchase or rental of an existing building, including any remodeling needed to satisfy licensing regulations, local building codes, and/or the needs of the center
- Purchase of land; construction; utility connections
- Professional fees (lawyer, accountant, etc.)
- Licensing fee
- Marketing and advertising
- Insurance
- Classroom equipment and materials
- Kitchen equipment
- Office equipment
- Maintenance costs, including equipment
- Bus or other vehicles for transportation
- Playground equipment, including installation and fence

Let's look at equipping the classrooms. You will want to select and purchase high quality materials and equipment from a reputable child care center supplier. This will save on replacement and repair costs in the future. Materials and equipment should be durable, safe, and easily cleanable.

Selection of equipment and materials should be based on the developmental levels of children in care and must be size appropriate. Purchase items that provide open-ended play to allow for a wide variety of manipulative and creative uses. Based on the age ranges of children in care, at a minimum you will probably need the following:

## Infant Room (8 infants birth-18 months)

- 6 drop side cribs, with mattresses and bedding
- 2 heavy duty evacuation cribs, with mattresses and bedding
- Diaper changing table, with shelf or cupboard space for storage of diapering supplies
- Diaper disposal system
- 4 or more high chairs or feeding chairs
- 1 or more adult size chairs (rocking chair or other comfortable seating)
- 4-6 passenger buggy (share with toddlers)
- Storage unit(s) with shelves and/or cubbies
- Wall storage unit(s)
- Clock
- Bulletin board(s) or tack strips
- Large shatterproof freestanding or wall mounted mirror
- Soft, cushioned low climber or play space
- Activity or crawling mat/quilt
- Assorted infant cognitive, fine and gross motor, and sensory toys (5-10 per child)
- Assorted infant picture, cloth, and board books (about 5 per child)
- Dramatic play toys (barn with animals, telephone, house with people, baby dolls, simple dress-up clothing)
- Sand and water table-discovery center
- Soft blocks
- Formed cushions (soft pillows with curved design)
- Bouncy seat
- Cassette or CD player/recorder, with cassettes and CD's
- Beginning musical instruments



## Toddler Room (8 toddlers 18-36 months)

- 8 cots, with appropriate bedding
- Diaper changing table with steps
- Diaper disposal system
- 2 tables and 8 chairs
- Adult chair or other comfortable adult seating
- Storage units with shelves and/or cubbies
- Wall storage unit(s)

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[www.cis.state.mi.us/brs/cdc/bhc.htm](http://www.cis.state.mi.us/brs/cdc/bhc.htm)

- Clock
- Bulletin board(s) and/or tack strips
- Sensory play: sand and water table and assorted toys, play dough
- Dramatic play materials and equipment: toddler size kitchen, shopping cart, vacuum, phone, dolls and doll bed, dishes and food items
- Block play: shelving, a variety of blocks, vehicles, animals, people
- Large muscle play equipment: mat, climber, riding toys, balls, balance beam
- Manipulative play: puzzles, beads, patterning toys
- Creative materials: easel, paints, crayons, chalk, clay, paper, smocks
- Language and music: books, puppets, instruments, CD/cassette player with tapes and/or CD's
- Outdoor play: riding toys, helmets, balls, sandbox with cover, climber
- Step stool for bathroom



smocks, paper, crayons, chalk, markers, scissors, glue, play dough, clay, collage materials

- Language and music: books, story tapes, CD/cassette player-listening center with earphones, flannel board stories, instruments, bean bag chairs or other comfortable seating, bookstand
- Step stool for bathroom

### For School-Age Room (20 children 6 years of age and older)

For kindergarten children who may be in care part day, you may want to use equipment and materials as listed for preschoolers. A room for children 6-12 years of age will have many of the same things as a preschool room, but of a larger size and more complex. Furniture will be larger, but art equipment and materials may be smaller and more refined. Table games and books will be more advanced. Dramatic play materials will depend on age, with older children more interested in plays and dance. You can expect more intricate art projects, science experiments, and wood working creations. A cooking center (with supervision) may be added. Outdoor organized team games may be played. Items to include are:

### For Preschool Room (20 children 3-5 years of age)

- 2-5-section storage lockers
- 8 storage units
- Area rug
- 4 tables
- 24 chairs (mix of medium and large size)
- Adult chair or other comfortable adult seating
- 20 cots with appropriate bedding
- Clock
- Bulletin board(s) and/or tack strips
- Sensory play: sand and water table with assorted toys
- Dramatic play: kitchen furniture and accessories, dolls, doll furniture, mirror, phones, puppet theater and puppets, child rocker, dress-up clothing, table and chairs
- Block play: different types of blocks, including unit blocks and hollow blocks
- Farm and animals, people, trucks and cars, traffic signs
- Science and manipulative play: board games, puzzles, patterning materials, Lego/Duplo, shape sorters, beads, science equipment such as magnets, scales, and balances
- Creative play: 2 easels, painting supplies,



- 2-5-section storage lockers
- 8 storage units
- Area rug
- 4 tables
- 24 chairs (mix of medium and large size)
- Clock
- Bulletin board and/or tack strips
- Sensory and art area: clay, play dough, silly putty, painting supplies, smocks, paper, crayons, markers, scissors, colored pencils, chalk, collage materials
- Woodworking: bench, tools, goggles, wood, glue, nails, screws, sandpaper, and other supplies
- Dramatic play: puppet theater and puppets, supplies to create costumes, make-up, mirrors
- Block play: different types of blocks, including unit and hollow blocks, vehicles, animals, people
- Language and music: books, bookstand, bean

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## Arranging Spaces

Mary Pat Jennings, Licensing Consultant  
Mt. Pleasant

Room arrangement and the way learning materials and toys are displayed can have a significant effect on the behavior of children. Good early childhood environments are arranged to meet the following goals:

### To promote cooperation and decrease conflict

Make children feel they belong:

- Have a special place for each child to keep his belongings
- Display children's artwork
- Use photocopied photographs of the children to label cubbies, coat hooks, attendance charts and job assignment boards
- Incorporate photos of children into bulletin boards and learning materials

Organize materials and work spaces:

- Define play spaces so that children can move about without disturbing one another
- Consider the needs of children of differing ability and age levels
- Provide an adequate assortment of age appropriate materials for the number of children enrolled

### To build self-esteem

Show children that you respect them by keeping their toys and materials in good repair.

Encourage children to choose their own work and be responsible for cleaning it up.

Remember that age-appropriate activities and materials help children achieve success in their work.

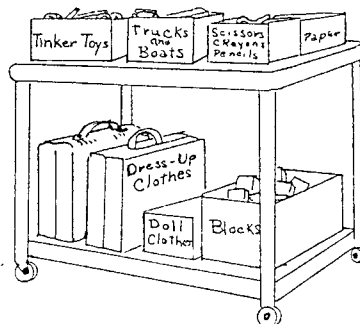
Allow each child to pursue her special interests.

### To increase effective use of materials

Organize materials so that noisy activities do not disturb quiet play.

Avoid clutter because too much clutter discourages constructive play.

Introduce and demonstrate new toys and materials and show children where and how to put them away.



Use a timer or similar strategy to help children learn about taking turns.

Rotate selected toys and books. ❖

Provide a hide-away place for the child who wants to be alone.

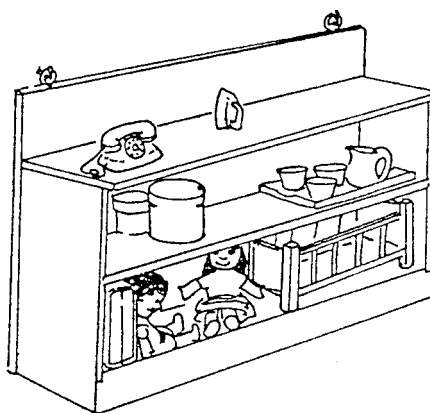
### To encourage independence

Organize materials so that children can do things for themselves.

Use low shelves for children's materials and label storage spaces with words and pictures.

Keep all the component materials for an activity stored in one tray or box so that a child can take out, use and replace the activity independently.

Use easily handled storage containers for materials.



# Outdoor Play - Alternatives To Playgrounds

Lynn Smith, Licensing Consultant  
Grand Rapids

Do you believe that young children should have opportunities to actively move about, to run, to shout, to climb, to dig, to jump and throw, to push and pull, to explore and participate in imaginative and creative play?

A safe outdoor play area and/or outdoor play activities can provide these types of opportunities. If your home or center does not have an adjacent or nearby playground, with traditional playground equipment, what options do you have? You can:

1. Bring your "in-door" materials outside. These materials could include:

- Art materials, including chalk, paint, paper, crayons, scissors, pencils, and a variety of materials to put together
- Dress-up clothes and props
- Science materials – including seeds to plant, pet animals, bubbles
- Water, sand, and equipment including funnels, measuring cups, strainers, things that float and sink, large paint brushes, old spoons, containers of different sizes, things to bury and dig up, cars and trucks
- Books
- Boards of varying lengths or blocks
- Cardboard boxes of all sizes
- Woodworking bench and tools, or an old tree stump with hammer and nails
- Streamers, scarves, ribbons, or any other things that can be chased by the wind
- Musical instruments, a tape player with tapes and books
- Manipulative toys (select a small number each day that can be played on a blanket or throw to contain the pieces)
- Balance beam

2. Play group or team games:

- Cooperative games, i.e. Concentration, Running Tag Games, Dodge Ball and Four Corners for older children and Farmer in the Dell, Doggie, Doggie, Where's your Bone, Round

and Round the Village, etc. for younger children.

- Group or team games, i.e. softball, volleyball, badminton

3. Plant and maintain a garden, bird watch, take a nature walk, recycle and/or participate in other environmental awareness activities, fly a kite, go on a scavenger hunt
4. Take a walk or take children on stroller rides
5. Go sledding, biking, skating, bowling, horseback riding, roller blade, play miniature golf, or do aerobic exercises
6. Go on a field trip to:
  - Museums
  - Theme parks or local parks, including school and neighborhood parks
  - Zoos
  - Farms
  - Apple orchards
  - 4-H Fairs and festivals
  - Movies or theater productions
7. Provide beach or water activities, including swimming, wading, boating, fishing, river-boat trips
8. Participate in or conduct a parade
9. Have a picnic or ice cream social
10. Use nearby outdoor running tracks for riding tri-cycles and bikes, pulling wagons, etc., as well as running activities

The things you can do with young children outdoors are limited only by your imagination and creativity, and the needs of the children you are caring for. Just make sure adults are always directly managing, supervising, and interacting with the children in all outdoor activities. Enjoy your daily time outside with the children, whatever you choose to do! ❖





# National Accreditation

## For Those Seeking Excellence In Early Education and Care

Mindi Cole, Accreditation Task Force Chair  
Michigan Early Childhood Professional Consortium

Early childhood professionals often state they are providing quality care, but how does one know for sure? The answer lies in accreditation. Accreditation is a voluntary process that measures quality through standards. These quality standards are national, meaning that they are the same from state to state. An accredited program has met a majority of these national standards of quality. Currently, if a program is licensed, a next step in seeking excellence in early education and care is accreditation.

There are three main types of National Accreditation, each administered by separate associations.

- **NAEYC Accreditation.** The National Association for the Education of Young Children: for center based programs (preschools, Head Start programs and child care centers.)
- **NAFCC Accreditation.** The National Association for Family Child Care: for home-based child care programs, which includes group and family programs.
- **NSACA Accreditation.** The National School-Age Care Alliance: for center based program that service children age 5-14 during out-of-school time, including on-site school programs.

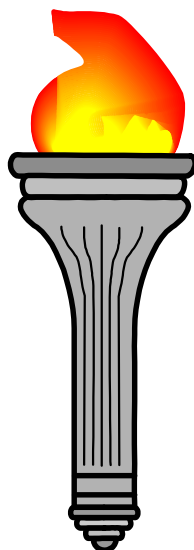
Quality standards, assessed in the accreditation process, include the following:

- **Relationships and Interactions** with children, parents and co-workers
- **Developmental Learning Goals, Activities and Curriculum**
- **Administrative** standards that deal with policies and procedures

- **Physical Environment** (indoor and outdoor) which includes room arrangement, developmentally appropriate materials and equipment
- **Health and Safety**

Seeking national accreditation involves a self-study process in which a program reviews, studies and implements national standards of quality. Once a program feels ready, a visit from a representative of the national association is requested. The purpose of the visit is to verify a program's compliance with the standards of quality.

Parents, children, staff and administrators are all involved in the accreditation process and it benefits all of them. Accreditation is a way to obtain excellence in the field of early education and care.



### Accreditation:

- Improves the quality of group programs available for young children and their families
- Provides a valuable professional development experience for teachers and directors
- Provides professional and public recognition for high quality early childhood programs

Are you a seeker of excellence in your profession? Are you committed to providing the best possible environment for your children and families? There are many support systems in place to help you achieve the goal of national accreditation, including financial and technical assistance and support group meetings.

Contact your local 4C office for more information on national accreditation and the support available (866-4childcare). ❖

*Editor's Note: The NAEYC Annual Conference, will be held November 20-23, 2002 in New York City. This conference provides a great deal of information on improving the quality of child care.*

## Michigan Cares About Kids

*Roselyn Chaffin, Program Specialist  
Michigan 4C Association*

Two grant programs have been established in recent years to support child care programs. The newest is the Start Up grant program that was offered for the first time in fiscal year 2001. This grant is designed to assist with the expenses involved with establishing new child care programs, either home-based or center-based. This program was established to increase the availability of programs willing to care for children supported by the child care subsidy program of the Michigan Family Independence Agency. Applicants must agree to accept low-income children into their programs.

**This competitive grant program is open to programs licensed or registered by the Bureau of Regulatory Services**

Home-based programs can apply for up to \$3,500 to cover expenses involved with the process of establishing their business. Center-based programs can apply for up to \$15,000, but must match grant money with a 2:1 investment in the business. Since the program began, 23 new centers and 198 new home-based programs have received grants that totaled \$977,317.

The Enhanced Quality Improvement Program (EQUIP) has been offering grants to child care providers for the past five years. During that time, \$4,586,555 has been awarded to 1,558 child care programs to enable them to enhance the quality of care and education provided to young children in the State of Michigan. This competitive grant program is open to programs licensed or registered by the Bureau of Regulatory Services, Michigan Department of Consumer and Industry Services. These programs must have at least 25% of the children enrolled supported by the child care subsidy program of the Michigan Family Independence Agency. Programs that propose to increase child care spaces for infants, toddlers, children with special needs and children requiring care during non-traditional working hours (evenings, overnights, and weekends) are given priority for funding.

What can funding be used for? The list is almost endless, but includes items that address health and

safety issues, as well as items to promote physical, social, emotional and cognitive growth of children. Some examples are:

- Fences, outdoor play equipment
- Dramatic play equipment, manipulative materials, puzzles, books, music, blocks, arts and craft materials
- Child size furniture, cots, beds
- Special equipment for infant care
- Fire extinguishers, air purifiers, safety locks

EQUIP grant money cannot be used for the purchase of land or buildings or the construction or major renovation of buildings. However, minor remodeling and the installation of egress windows can be funded.

EQUIP grants are offered three times each fiscal year. Start Up grants are offered on a first come basis each fiscal year. The Michigan Legislature allocates the money for these programs through their budget process. The Michigan 4C Association through a contract with the Michigan Family Independence Agency administers these programs.

Contact the Michigan 4C Association at 1-800-950-4171 or your local 4C office at 1-866-424-4532 for additional information. ❖



## Blocks Build Minds

Patricia Hearron

Reprinted from Issue 19

What do you see in your mind's eye when you hear the word "scientist"? Someone in a white coat, perhaps with disheveled hair, pouring foaming liquids from beakers to test tubes? Even those of us who chuckle at this naïve image, borrowed from grade-B movies, probably tend to confine our idea of science to natural or physical science. As a result, when we think of science in our programs for children, we think first of paraphernalia: magnifying glasses, microscopes, and magnets. We think of science as happening in the science corner. But "science" comes from a Latin word meaning "to know," and is more broadly defined as having knowledge as opposed to ignorance. To be a scientist is to try to figure out how the world works, and in this sense, young children are engaging in science for many, if not most, of their waking hours.



The block area, in particular, is one place to observe these budding scientists in their natural habitat. If we watch carefully we might see young physicists investigating gravity, stability, or balance as they stack the various sizes and shapes; experimenting with inertia and interaction of forces as they roll small cars down ramps and bump them into walls; testing concepts of weight and energy as they carry stacks of blocks to the shelves; discovering the properties of matter in the blocks' smooth surfaces or hard edges. We might see geographers constructing maps or other representations of places they have seen or imagined.

If we expand our idea of science to include the social sciences as well, we might see economists figuring out how to distribute scarce resources when there aren't enough long blocks to go around. Young sociologists might build a model of an airport or a hospital, decide on the people they need to run these places, and explore their roles and relationships. Beginning psychologists study the mysteries of human motivation as they struggle with the difference between accidentally knocking down someone's building and doing so on purpose. They practice persuasion when they negotiate

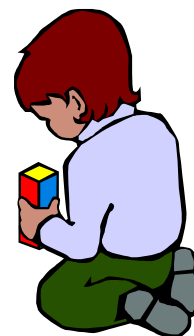
with a neighbor to relinquish some of the large hollow blocks they need. As they build and rebuild their small worlds and practice moving about in them, these block players are all anthropologists, studying the workings of a culture that may be commonplace to those of us who have been in it so long, but is still exotic and unknown to their new eyes.

As they practice all these "ologies," children are honing the indispensable skills of any scientist: problem solving, observation, use of trial and error, and inductive reasoning or drawing conclusions based on observations. As their adult counterparts do with computers, they are constructing models of their ideas of reality that they can test and tinker with. Best of all, they are doing all this while they are practicing language, creating art, gaining physical and social skills and learning mathematical concepts.

The word science is also related to the Latin word "scindere" meaning "to cut," but young children don't carve up their experience of the world the way that adults do. They study psychology and physics and art all at once, and blocks are the ideal tool to help them do so. To help them, adults need to provide:

### Materials

Unit blocks (the sturdy wooden blocks in graduated sizes) are the most versatile. Though expensive, they are a lifetime investment if well cared for. You'll need about 30 blocks per child, or the 180-block set, to accommodate six children. Small play people, animals, or cars are useful accessories.



### Space

A clear area out of traffic is crucial. A smooth carpet makes a stable foundation, softens the noise of accidental crashes and keeps small bottoms warmer. In day care homes an area about 8' x 8' can handle 2 or 3 children building; centers and classrooms need at least 9' x 12'. (The carpeted area you use for group time is ideal!) Low open shelves near the area, with silhouettes of the various block sizes and shapes glued to shelves, will help children keep the space orderly.

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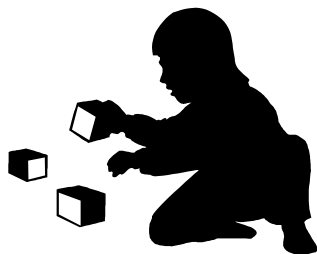
**Blocks Build Minds**, *from page 8***Time**

At least an hour of time in which children are free to select block play is essential. One and a half or two hours are better.

**Support**

An adult sitting on the floor in the block area makes an irresistible invitation to play there. From that vantage point as well, the adult can watch and listen as the children play out their ideas, and can offer suggestions to clarify or expand their concepts.

Conduct your own scientific experiments by combining these ingredients with active curious children and watch the discoveries blossom. ❖

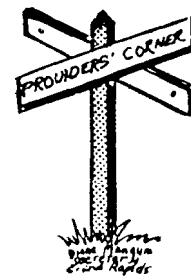
**Recommended Start up Equipment**, *from page 3*

bag chairs or comfortable seating, instruments, CD/cassette player-listening center with earphones and tapes/CD's

- Manipulative and science: Board games, puzzles, Lego's, cards, models, science equipment and tools
- Electronic equipment

Outdoor playground equipment and materials should also be provided for preschool and school age children. These may include balls, hoops, jump ropes, a balance beam, a water and sand table, riding toys, swings and other elevated play structures. Be sure to check the Playground Equipment Safety Act, Act No. 16 of the Public Acts of 1997, as amended which gives specifications for surfacing, use zones, layout and design, general hazards, platforms, stairways, and railings when constructing any outdoor play area.

Teacher resources for all rooms have not been included. These would include books, tapes and other materials for professional development as well as for curriculum development. ❖

**Sharing Ideas****Mitten Drying Rack**

A plastic shoe rack purchased at K-Mart or Wal-Mart (approximately \$2.00), makes a handy mitten dryer. It holds 9 pairs of gloves or mittens and can be hung over a curtain rod near a sunny window (I used plastic C-clamps) or placed near a heat vent. When spring comes, it comes apart, folds flat, and is easily stored in a closet.

*Submitted by: Joanne Allman*

*Learn and Play Day Care  
Alma, MI*

**Safe Surfaces Indoors**

Indoor climbing equipment over 30 inches high needs stable protective surfacing at least 1 inch thick. Some manufacturers make pads for use with their indoor climbing equipment. However, if these are not available, some alternative ideas are:

- Interlocking 1/2" foam puzzle pads (These can be modified by gluing 2 identical pieces on top of each other.)
- Horse stall mats
- Several layers of carpet or padding
- Gym mats

**LICENSING UPDATE**

For the past several years, licensing consultants have made unscheduled renewal inspections to child care centers and group day care homes. Starting in September, this practice is being extended to the 90 day inspections in newly registered family day care homes. Home providers should expect a visit from a licensing consultant within the first 90 days of becoming registered. All licensing consultants carry identification. If you are not familiar with your licensing consultant, do not hesitate to ask for identification.

The Lansing child day care licensing office has moved. They can be contacted at 517-241-2758. All licensing office phone numbers and addresses are on the internet.



## News From FIA

### Infant/Toddler Caregiver Training

Everyone is familiar with the value of eating a good breakfast. It is the foundation that we begin to build our day on. Now apply this philosophy to early childhood education. So that children have success throughout their lives, it is important to lay a solid foundation.

This foundation begins with the knowledge of infant brain development and the importance of high quality education and care. To promote this, a group of early childhood agencies met to ensure high quality education and nurturing in infant/toddler care settings.

This group, including the Family Independence Agency's Head Start – State Collaboration Program (HSSCP), Michigan Association for the Education of Young Children (MiAEYC), Michigan 4C Association (MI4C), Michigan Head Start Association (MHSA) and the Great Lakes Quality Network (QNet), created a

**Divided into three classes, each class is 16 hours in length.**

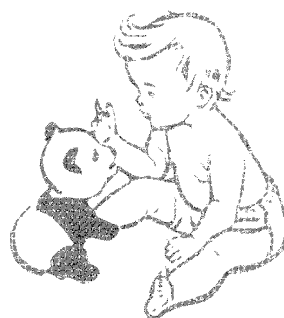
long-range plan to improve the quality of infant/toddler care through training for child care providers.

This long-range plan included creating curricula for Infant/Toddler Care, based on the California Department of Education's Program for Infants and Toddlers. Divided into three classes, each class is 16 hours in length and is offered either regionally through a local 4C office or in a weekend retreat setting around the state that is two and one half days in length. Funded through the Michigan Family Independence Agency there is no cost to participate in these classes and CEUs are provided. These classes also count toward your CDA certification. The only requirement is a personal commitment to further expand the quality of care for the children of Michigan.

As Michigan's Infant/Toddler Caregiver Training series enters its fourth year, we are excited by the op-

portunity to offer these classes to informal care providers (relative providers and day care aides) as well as licensed and regulated caregivers. With the common goal of ensuring nurturing high quality care for children, we believe that by including informal care providers we are helping build that solid foundation for academic success throughout a child's life.

If you would like more information on the Infant/Toddler Caregiver training series please call Shannon Pavwoski at (517) 373-2492 or contact her via Email at pavwoskis@michigan.gov.



### Changes Made in Authorization Levels

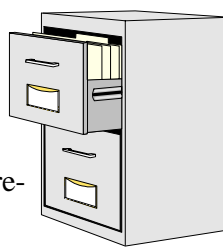
Effective with pay period 216, beginning July 28, 2002, all authorizations for the care of FIA-funded children at a maximum of 140 hours will be converted to a maximum of 100 hours. One hundred hours in a two-week period is now considered full-time care. Unless the authorization is increased to 140 hours by the FIA caseworker, you will only be paid for care actually provided up to 100 hours. Parents affected by this change are being notified by FIA. Providers are reminded that they are only to bill FIA for the actual number of hours of care provided, not the maximum.



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[www.cis.state.mi.us/brs/cdc/bhc.htm](http://www.cis.state.mi.us/brs/cdc/bhc.htm)

## Resources: Equipment



### Equipment

Bronson, M., The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development, NAEYC resource catalog, 1-800-424-2460 ext. 2001.

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## Consumer Product Safety Commission

### Infant/Child Product Recalls (not including toys)

- ◆ Recent Death Prompts Search for Recalled Play Yards/Cribs. Baby Trend Launches New Effort to Find Those Still in Use
- ◆ Highchairs Recalled by Graco
- ◆ Cribs Recall/Repair by Simmons
- ◆ Tot Rider Walkers Recalled by Kolcraft
- ◆ CPSC, Kolcraft Announce Recall of "Ranger" Strollers
- ◆ High Chairs Recalled by Cosco
- ◆ Century Infant Car Seat/Carrier Recall
- ◆ Play Sets Recalled by Rainbow Play Systems
- ◆ Children's Riding Vehicles Recalled by Tek Nek Toys
- ◆ Children's Riding Vehicles Recalled by Empire Industries
- ◆ Children's Riding Vehicles Recalled by Fisher-Price
- ◆ Lift & Lock Swings Recalled by Fisher-Price
- ◆ "Le Cradle" Bassinets Recalled by Kids Line
- ◆ Baby Walkers Recalled by Safety 1st
- ◆ Gerry® TrailTech™ Backpack Baby Carriers Recalled by Hufco-Delaware
- ◆ Baby Jumper Seats & Construction Toys Recalled by Fisher-Price

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